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Syllabi

A Theology of Poverty in Today's World

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2012

# A Theology of Poverty Backues

Evangelical Advocacy: A Response to Global Poverty

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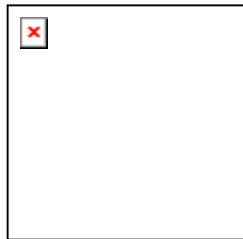
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**THE CAMPOLO COLLEGE OF GRADUATE AND PROFESSIONAL  
STUDIES AT EASTERN UNIVERSITY**



*Promoting the Integration of Faith, Reason, and Justice*

**COURSE SYLLABUS**

**Course Number and Title:** INST 662 Theology of Poverty

**Academic Program(s):** MA International Development/MBA Economic Development  
**School or Department:** School of Leadership and Development  
**Semester or term:** Fall Semester, 2010  
**Location/Time:** Andrews 150, Thursdays, 4.30-7.30pm

**Instructor:** Lindy Backues, PhD  
**Office hours:** 1pm-2.30pm, Tuesdays and Thursdays; 11am-1pm, Wednesdays  
(Andrews 330A)

## Course Description

This course is an examination of the biblical and theological principles that provide a frame of reference for the participation of Christians in actions of accompanying and service to poor persons and communities. Theological and biblical sources are explored taking into account contemporary questions that come from practical efforts to integrate Christian faith with economics in a global situation of disparity between wealthy and poor nations. This course seeks to bring together material from theology and the social sciences in order to help Christian persons and organizations to act in a relevant and transforming way as they respond to the challenges of poverty in the 21st century.

Lindy Backues is Associate Professor of Economic Development and Co-chair of the Business Department at Eastern University in St. Davids, Pennsylvania. Before coming to Eastern, Dr. Backues was Indonesia Country Director for Millennium Relief & Development Services. He lived in Indonesia from 1989 through 2007, undertaking grass-roots development in the region of West Java amongst a people known as the Sundanese. Lindy was also very involved, from 2005 through 2006, in relief and development efforts in the Indonesian region of Aceh, in response to the tragic tsunami disaster which took place at the end of the year 2004. His interests and training are both in theology as well as community development, especially as these two interface in the midst of practical, implemented involvement.

Lindy has a Bachelor of Educational Studies (BEDS) from University of Missouri, a Master of Divinity (MDiv) from Asbury Theological Seminary (focusing on biblical hermeneutics as well as cultural studies), a Master of Science (MSc) in Economic Development from Eastern University, and a PhD from the University of Leeds (UK). At Leeds he was dually aligned with both their Department of Theology as well as their Centre for Development Studies, since his area of research dealt with grass-roots participatory methodologies in light of the biblical construct of the Incarnation.

Dr. Backues may be contacted by email on: [lbackues@eastern.edu](mailto:lbackues@eastern.edu)

## Course Objectives

By the end of this course, you should be able to:

- Apply biblical, theological, and historical insights to reflect upon and respond to real-life situations as a Christian development practitioner.
- Understand your own perspective in light of diverse Christian perspectives on poverty and development in order to more effectively collaborate with Christians of diverse backgrounds or members of other faiths in development projects.
- Utilize insights gained in this course to continue to reflect on the challenge of poverty and development throughout a lifetime of experience.
- Use the insights gained from this course to better reflect theologically on issues raised in subsequent courses you will take in the Eastern University program.

## Course Overview & Methodology

The purpose of this course is to equip students who are Christian development practitioners with the ability to reflect biblically, theologically and historically about their vocation and the challenges of poverty that they encounter on a daily basis. As an introductory level course, its intent is to raise issues from a theological perspective that will be analyzed more fully in subsequent courses from the perspective of social scientific research and practice. Social scientific perspectives will also be utilized in this course to the extent that they contribute to evangelical and ecumenical theological reflection about poverty and development in the diverse contexts of development practitioners.

**Course site Information:** Eastern University uses the Blackboard Learning Platform for the e-learning environment for this course. Using your Eastern University username and password, you can access the site for this course at <http://eastern.blackboard.com>.

**Smarthinking Tutorial Assistance:** The instructor for this course must assume that all students are appropriately prepared for the level of instruction appropriate for the course number and placement in the academic program. Students requiring or desiring additional academic support or preparation may utilize the Smarthinking system. This system of online tutorials, including writing assistance, can be accessed directly from the online coursesite (use “Tools” feature).

### Required Books

There are no required/assigned books you need to purchase for this class: all reading materials are available at the course Blackboard site and consist of articles and chapters posted there.

### Class Attendance

Regular attendance and informed participation in classroom discussion are essential to the completion of the course. It is expected that you will attend all classes and come prepared to discuss the readings for that class, and that you will bring your Bible to class. Since being late to class causes a disruption for other students, the instructor expects you to be in class on time. If, for some reason, a situation that merits missing class presents itself, you must receive prior approval from the professor. Absences without prior approval by the instructor, with the exception of cases of an emergency, will be the basis for a reduction in grade.

### Evaluated Learning Activities

This course is designed primarily around a seminar format, and will be a combination of lecture and discussion.

The grade for the course will be assigned based upon (1) a case study, (2) a series of short paper assignments, (3) a final wrap-up summary paper/project and (4) participation. Details of these are as follows:

1. ***A case study theologically problematizing the concept of poverty.*** The purpose of this assignment is to practice thinking theologically about your work as a development practitioner. Thinking theologically about our work begins by asking questions to God regarding our life experiences and our understanding of Scripture and the Christian tradition

throughout history. A case study is intended to promote collaborative dialogue among class participants to 'unpack' the theological and missiological issues at stake.

Reflect upon the past years of your work experience in community/economic development or in other aspects of your life experience. Write a 4-6 page, double-spaced case study paper describing an experience you had personally that raised questions for you about God, the church, or God's mission in the world. In the writing of the case try to help the reader see the dilemma(s) you felt while going through the experience. This case study will be assigned during the first class period and it will be due the second day of class. The instructor will read each case study and may choose selected case studies to discuss in greater detail during class time. However, given the potentially sensitive nature of the experiences shared in this case study assignment, the instructor *will not use* your case as part of a class dialogue *unless* you give him your consent. It is also quite possible to write a case study so that the identity of the actors in the case is concealed.

There are two resources posted at Blackboard to help you complete this assignment: a sample case study, 'A Sacrifice to the Goddess of Smallpox,' by Paul G. Hiebert and a guide to writing case studies, 'Writing Cases.' Pay close attention to these guidelines in writing up your case. The case study accounts for 15% of your final grade.

2. ***Short Paper Assignments (following and in response to each unit's readings):***

Reflection papers are to be written for each unit, based upon readings assigned for that unit. These papers are to be 1-2 single-spaced pages in length and are a reading reflection and critical thinking tool. It is to be both an intellectual and a personal response to the course materials. The purpose of these reflection papers is to provide a forum for students to 'think out loud' with the texts and articles students are reading. Do not only summarize content, but rather engage and reflect on course content. Each of these papers accounts for 3% of your final grade.

Ask yourself the following questions about the text and your own experiences to date so as to bring your own experiences into conversation with the course materials:

1. What attracts me about this reading and why do I find it appealing? What is it about the issue or experience that is resonating with me?
2. What do I resist or find disagreeable in this reading. Why?
3. What questions does this reading raise for me? What questions does the material answer or not answer for me?
4. What does this reading tell you about how development practitioners should think about their work? What does this reading tell you about the nature and mission of the church?
5. What experiences that you have had does this reading remind you of?

You cannot answer all these questions in a 1-2 page paper. You may be able to answer only one of these questions. That is fine. The purpose of this assignment is to encourage thinking about the course materials so that when it comes time for the residency period you are able to recall what was most striking about the readings from your perspective.

The following are requirements for form and content:

1. In the upper left hand corner type a heading which includes - your name, class name, date and assignment.

2. The paper should be completed using Microsoft Word and emailed as an attachment to the instructor.
3. Please follow the length specified.
3. **Final Assignment:** Students have three choices for their final project. Students are to choose only one. These choices have been given in order to maximize student learning in the course. Student context, personality, and intellectual interest are all variables at play in determining what project would maximize your own opportunity to learn in this course. This final assignment accounts for 26% of your grade.

**Project A:** Design a 5-session seminar on Christianity and Development that **you will teach** to members of your local church or development organization or some other group with whom you are associated. The curriculum outline should be single-spaced with some blank lines so as to separate sections of the outline. The curriculum outline should be at least 5 pages in length. Immediately following the curriculum also attach a two page reflection paper evaluating how you felt about teaching the class and what class participants felt they learned from the class. The advantage of this project is that often when one teaches something they learn it better! The project must have the following components and be sufficiently detailed so that the instructor can easily envision how the details of each one-hour class session will proceed.

For each week, the following components must be identified in the seminar design. In writing this project, simply identify in outline format (A, B, C, D, etc.) the following components.

- A. Theme of lesson: Here you would identify the general theme you hope to discuss in the class. Include here any Bible references you would want to have read in the class to help orient the class participants to the biblical basis of the study. In addition to other course materials, you may wish to consult the appendix in Bryant Myers' *Walking with the Poor* for a list of Bible passages on various themes related to community / economic development.
- B. Goal of the lesson: Complete the following sentence: 'By the end of this course the class participant will be able to...' Try to make this goal as specific as possible so that you will have a sense of whether the goal has been achieved. Being able to evaluate a project is as important in Christian education as it is in community development work!
- C. Plans for Teaching: What will you do first? Second? Third? List these out (1., 2., 3., etc.) in considerable detail. What activities will you utilize to help class participants 'get it?' Estimate how long each general activity for the session will last. Think creatively about ways you can teach things without lecturing. Some lecture is fine but try to minimize the extent that you depend on it. You could, for example, write out a particular selection from a book you read for the course and encourage class participants to discuss that selection. Try to encourage story-telling of when class participants might have experienced something related to the class topic at hand. Also identify the main challenges for this session. This is an opportunity for you to provide 'teaching notes.' To think about how class participants may respond to the class session and how you might respond to class participants' questions.
- D. Resources used: What do you need to bring with you to teach this class? List them here so that when you teach the class you will be able to look in one place to find out what you need to bring with you.

**Project B:** Carefully re-read your reflection papers that that you have written over the entire length of the course and reflect upon online and class discussions that linger in your mind as important insights. Also be sure to read the instructor's feedback on your reflection papers. Choose 3-5 questions or insights you were most engaged by and write a 10-12 page essay wherein you attempt to gain further theological clarity about the questions or issues you first raised in your reflection papers. This project will likely require access to library resources through Eastern University databases or a local library in the region in which you are working. With the permission of the instructor, you may also choose to reflect theologically about issues that were raised in another course you have taken in Eastern University's School for Leadership and Development.

**Project C:** A significant criticism some have raised of development organizations that are global in their reach is their tendency to not pay sufficient attention to the church or other religious institutions in their local manifestations. For this final project paper of 10-15 pages you are invited to do two things. First, research the history and contemporary situation of the Christian church or other religious movement in your area. How did the movement first take root in the region in which you work? What were the significant successes and failures in the early years of Christianity's (or other religion's) presence in your area? (You may choose to limit this to a particular denomination or movement within a religion such as Pentecostalism, Methodism, or a particular group of Muslims if one seems more germane to your current context.) Describe the contemporary 'religious landscape' – the main religious institutions in your area. You may choose to consult the World Christian Database (<http://www.worldchristiandatabase.org>) to obtain statistical information about the Christian movement in your country. Students may also access full-text journal articles from the website <http://www.strategicnetwork.org>. Some 'premium' articles on this website, however, require a US\$20 subscription.

For the second part of this project, describe the contemporary 'religious landscape' of the group you researched in the first part of the paper. What are they up to? How are they growing or in decline? Interview older church (or other religious institution) leaders (at least one) in your area to learn about the ways the Christian faith and even 'development work' (it may have been called something different) spread before you or your organization arrived on the scene. Ask these individuals how things have changed in the church over the years and how their family has been involved in the church over time. What are their hopes for the future? What is their perception of development work done in the past? You may even share with them what your own learning from the course have been and ask them to think with you about some of the issues.

4. **Participation:** Class participation will figure into your grade – so, for those who tend to be quiet, be prepared to speak up. Also, for those who tend to dominate discussions, that, too, could adversely affect your grade. Seek balance and community learning. A participation score will account for 20% of your grade

The last half of the final class session will be comprised of a student-planned and student-led worship service. The goal is to gather up key theological points from over the course of the semester, utilizing these to corporately respond to God as a community of worship. Students will be offered the chance to participate in the planning and leading of this service

– active and sufficient participation will result in 0.1 bonus points being added to each participating student's final project grade.

The grading scale utilized for this course is as follows:

Grading Scale		
	Points	Percentages
A+	> 4.9	>98%
A	4.7 – 4.9	94% - 98%
A-	4.4 – 4.7	88% - less than 94%
B+	4.1 – 4.4	82% - less than 88%
B	3.8 - 4.1	76% - less than 82%
B-	3.5 - 3.8	70% - less than 76%
C+	3.2 - 3.5	64% - less than 70%
C	2.8 – 3.2	56% - less than 64%
C-	2.2 – 2.8	44% - less than 56%
F	< 2.2	<44%

In addition, I make use of a rubric to score your papers. That rubric is comprised of the following components:

50%-Content (adequate description and reflection on your ideas and thoughts)  
10%-Gramatical Form (spelling and sentence structure)  
40%-Incorporation and integration of course materials and text (including terminology).

A composite grade of '5' essentially constitutes an A, a '4' constitutes a B, and a '3' constitutes a C.

*Other Course Expectations:*

- ❑ All assignments are expected on the date assigned. Tardy papers may or may not be accepted at the instructor's discretion. Unexcused, late submissions will lower your grade.
- ❑ Each student is responsible for understanding the entire contents of this syllabus, and all course materials. If you need some clarification, please ask.
- ❑ All make-up assignments are at the instructor's discretion.
- ❑ The instructor will make every attempt to respond to your personal email questions within 24 hours. Grading e-mail assignments will take longer.
- ❑ Please note that all university policies pertaining to academic dishonesty, drop/add procedures, and grade appeal should be followed by students enrolled in this class. Consult the graduate catalog, your handbook or ask the instructor if you have any questions.



## Unit One: Poverty in the Bible

### *Learning Objectives:*

- ❑ To introduce the general scope and content of the course.
- ❑ To develop a working definition of what it means to 'think theologically.'
- ❑ To become acquainted with the way the Christian Scriptures grapple with the problem of poverty.

### *Your readings for this unit:*

- ❑ Ron Sider. 'God and the Poor.'
- ❑ Paul Hertig. 'The Jubilee Mission of Jesus in the Gospel of Luke.'

## Unit Two: Poverty in Church History

### *Learning Objectives:*

- ❑ To become acquainted with the way early Christian leaders viewed poverty and the appropriate Christian response to poverty.
- ❑ To understand how key figures in the Reformation period and the evangelical revival of the 1700s addressed the problem of poverty.
- ❑ To appreciate one's own vocation as a Christian development practitioner as being a part of a larger 'cloud of witnesses' (Hebrews 11) of Christians who have sought to work with the poor.

### *Your readings for this unit:*

- ❑ José Míguez Bonino. 'The Economic Dimension of Biblical Hermeneutics.'
- ❑ Carter Lindberg. 'The Liturgy after the Liturgy: Welfare in the Early Reformation,' in *Through the Eye of a Needle: Judeo-Christian Roots of Social Welfare*.
- ❑ Ignatius Swart. 'The Ecumenical Development Discourse: *Charity*,' in *The Churches and The Development Debate: Perspectives on a Fourth Generation Approach*.

## Unit Three: Learning from the Poor & Development Practice

### *Learning Objectives:*

- ❑ To gain an appreciation for the theological reflection class participants have already done through a class discussion of selected case studies written by class participants.
- ❑ To understand the contextual nature of all theological reflection.
- ❑ To appreciate the theological reflection of and by the poor.
- ❑ To develop a working definition of 'globalization' and its impact upon the poor.

### *Your readings for this unit:*

- ❑ Samuel Escobar. 'The Vision from the Underside.'
- ❑ C. René Padilla. 'The Impact of Globalization on the Poor.'
- ❑ Jayakumar Christian. Chapters 6-8 (Part 2), *God of the Empty Handed*.

## Unit Four: Poverty & Power

### *Learning Objectives:*

- ❑ To understand how power works at a deeper level than before the class.
- ❑ To gain awareness of one's own understanding of power as it relates to the work context of class participants.
- ❑ To discuss the many ways powerlessness manifests itself in poor communities.

### *Your readings for this unit:*

- ❑ Jayakumar Christian. Chapters 9-11 (Part 3), *God of the Empty Handed*.
- ❑ Edicio de la Torre. 'Social Action: Its Relation to Socio-Political Change.'

## Unit Five: Reconciliation

### *Learning Objectives:*

- ❑ To understand the challenge of reconciliation at the individual, community, and national levels.
- ❑ To consider ways Christian development practitioners may be able to contribute to the process of reconciliation in many of the communities in which we work.

### *Your readings for this unit:*

- ❑ Miroslav Volf. 'A Vision of Embrace: Theological Perspectives on Cultural Identity and Conflict.'
- ❑ Robert J. Schreiter. 'Reconciliation as Spirituality.'

## Unit Six: The Challenges of Partnership

### *Learning objectives:*

- ❑ To reflect upon the challenges of partnership from a biblical perspective.
- ❑ To become acquainted with the challenges of partnership from the perspective of the World Bank as well as NGO practice at local and global levels.

### *Your readings for this unit:*

- ❑ Andrew Walls. 'The Ephesian Moment: At a Crossroads in Christian History.'
- ❑ Samuel Escobar. 'Partnership within the Frame of Global Disparities.'
- ❑ Katherine Marshall. 'Faith and Development: Rethinking Development Debates.'
- ❑ Charles Elliott, 'A New Challenge for the NGO Sector' and the responses to the Elliott article.

## Unit Seven: Women in Mission and Development

### *Learning objectives:*

- ❑ To reflect historically and theologically about the role of women in mission and development.
- ❑ To identify the particular challenges faced by women in development in class participants' own context today and also identify the theological issues that are imbedded in those challenges.

### *Your readings for this unit:*

- ❑ Dana L. Robert. 'Historical Themes and Current Issues.'
- ❑ Young Lee Hertig. 'Without a Face: The Nineteenth-Century Bible Woman and Twentieth-Century Female *Jeondosa*'

- ❑ Bruce J. Malina and Jerome H. Neyrey. 'Honor and Shame in Luke-Acts: Pivotal Values of the Mediterranean World'.
- ❑

## Unit Eight: Evangelical Perspectives on Development Practice

### *Learning objectives:*

- ❑ 'To identify the key features and criticisms of an emerging evangelical understanding of development.
- ❑ 'To discuss ways of addressing the 'excluded middle' (outlined in the Myers text) in development practice.

### *Your readings for this unit:*

- ❑ Bryant Myers, *Walking with the Poor*, Chapters 1,2 & 5.
- ❑ Wayne Bragg. 'From Development to Transformation' in *The Church in Response to Human Need*, edited by Vinay Samuel and Chris Sugden. Grand Rapids, Michigan: Wm. B. Eerdmans, 1987, 20-51.
- ❑ Edward R. Dayton. 'Social Transformation: The Mission of God' in *The Church in Response to Human Need*, edited by Vinay Samuel and Chris Sugden. Grand Rapids, Michigan: Wm. B. Eerdmans, 1987, 52-61.

## Unit Nine: Ecumenical Perspectives

### *Learning objectives:*

- ❑ 'To understand the challenges of development (historically and in the contemporary milieu) through the perspective of World Council of Churches – related organizations.
- ❑ 'To discuss ways one's own organization could become more involved in the 2015 Millennium Goals for churches so as to act upon those goals.

### *Your readings for this unit:*

- ❑ Fred Kniss and David Todd Campbell. 'The Effect of Religious Orientation on International Relief and Development Organizations.'
- ❑ Philip L. Wickeri. 'Development and Inculturation: A Christian Reflection on Modernization.'
- ❑ Internet articles on Millennium Goals and corresponding goals for WCC churches.
- ❑ Michael Taylor. 'Are You Oxfam with Hymns?: The Debate about Christian Identity,' in *Not Angels but Agencies: The Ecumenical Response to Poverty – a Primer*. Geneva: WCC Publications, 1995, 101-136.

## Unit Ten: Roman Catholic Perspectives on Development

### *Learning objectives:*

- ❑ 'To gain an introduction to and appreciation for key Roman Catholic documents pertaining to social teaching and development.
- ❑ 'To introduce the concept of 'freedom' as expressed by a Roman Catholic theologian and reflect upon ways it relates to development theory in such works as Amartya Sen's *Development as Freedom*. (Students may or may not be aware of Amartya Sen's work from another class.)

### *Your readings for this unit:*

- ❑ Pope Leo XIII. 'Rerum Novarum: On Capital and Labor.'
- ❑ Pope John Paul II. 'Centesimus Annus: On the Hundredth Anniversary of Rerum Novarum.'

- José Comblin. 'Called for Freedom: The Changing Context of Liberation Theology.'

## **Unit Eleven: Other Religions and the Christian Development Practitioner**

### *Learning objectives:*

- To understand different ways Christians have sought to approach other world religions.
- To begin to think creatively about ways one's own development organization might more effectively engage persons of other faiths.

### *Your readings for this unit:*

- Marthinus Daneel. 'Liberative Ecumenism at the African Grassroots.'
- J. Andrew Kirk, 'Encounter with Religions of the World.'
- Lindy Backues, 'Interfaith Development Efforts as Means to Peace and Witness'

## **Unit Twelve: The Environment, Development, and the Christian Faith**

### *Learning objectives:*

- To reflect upon the biblical foundations for environmental stewardship.
- To identify ways in which your organization's work in promoting environmentally sustainable projects might be more effectively carried out in light of the Bible's teaching on creation care.

### *Your readings for this unit:*

- J. Andrew Kirk. 'Care of the Environment.'
- 'The Declaration on the Care of Creation.' From the Evangelical Environmental Network.
- Ken Gnanakan. 'Environment, Poverty and Justice.'

## **Unit Thirteen: Spirituality and Ethics for the Development Practitioner – Missionary**

### *Learning objectives:*

- To identify the key ethical issues and spiritual challenges they are facing at the current time in their work as development practitioners.
- To identify areas of personal spiritual growth and to develop a plan (or covenant) to be accountable to at least one other person for this growth in Christian holiness.

### *Your readings for this unit:*

- David J. Bosch. 'The Vulnerability of Mission.'
- Francis O'Gorman. 'Ethical Issues in Development Work' and the responses to the O'Gorman article.
- Martha Cabrera. 'Living and Surviving in a Multiply Wounded Country.'

# Grading

Here are some comments about how grades are assigned:

## Retaining Copies:

The majority of your assignments you will be emailing to your instructor. It is your responsibility to retain copies of all your assignments. This will assist in the unlikely event that an assignment is lost in transit.

## Written Assignments:

The papers are expected to be completed using standard word-processing and academic format; please consult your student handbook. All written assignments should be submitted via email in electronic form.

## Integrated Writing Rubric:

The following assessment form will identify strengths and areas for additional work.

	High Point Range	Middle Point Range	Low Point Range
<b>Content &amp; Grasp of Issues</b>	Paper is clear, focused, and interesting and includes relevant material or effective research. The writer demonstrates an understanding of the subject matter and the ability to link theories to practical experience.	The paper is clear and focused, though the writing is not particularly captivating. Efforts are made to use relevant material and research to support findings. However, understanding is limited, and the paper lacks substance, logic or originality.	The paper lacks a central idea or purpose, or forces the reader to make inferences based on very sketchy details. Information is limited or missing, and the writer fails to demonstrate a basic understanding of the subject matter.
<b>Content and Completeness Analysis</b>	Major components of analysis are identified and addressed with explanation and evidence of inter-relationship to other components. Impact of the component is explained and supported with concepts covered in materials and / or class. Analysis of material in charts, tables and/or exhibits is incorporated into the analysis.	Major components of analysis are identified. Explanation is sketchy or incomplete, inter-relationship to other components not explained adequately for understanding. Material is presented in charts and/or exhibits.	Components are missing which should be included to demonstrate a thorough analysis; support to explain relationships is incomplete.
<b>Content and Critical Thinking</b>	Thought and critical thinking is clear and easy to follow. Major points are identified clearly and linked to theoretical concepts and supported with specific details, examples. There is clear organization of	Major points are identified, however the explanation is not easy to follow and/or they are not linked to theoretical concepts from the course. There is not a clear link between the conclusion and/or	Major points are missing and explanation is sketchy. Not a clear link between conclusion / recommendation and analysis or parts are missing.

	thought. Conclusions and recommendations are identified and explained and supported by the analysis. The conclusions / recommendations directly address the initial problem/issue.	recommendation and the analysis. Some part is missing (conclusion, recommendation, link to the analysis).	
<b>Organization</b>	The paper's organization emphasizes the central theme or purpose that demonstrates an accurate audience analysis. Sequencing and transition of ideas are logical and in appropriate section. The introduction and conclusion lead the reader toward understanding.	The reader can readily follow what is being said, but the paper's overall organization is at times, too obvious or lacks consistent pace. Lack of appropriate support leads to reader confusion and the sequence of ideas is not as smooth as it could be.	The paper's organization is haphazard and disjointed. Writing lacks direction and continuity among ideas, details, and support material. The lack of organization distorts or obscures the paper's main point and leaves the reader confused as to the paper's purpose.
<b>Word Choice, Voice, Grammar</b>	The words used convey the intended message in an interesting, precise and natural way. The writing is full and rich, yet concise, and the writer is writing for the reader, using action verbs, concrete nouns, and appropriate vocabulary. Sentences are well-built, with consistently strong, varied structure that makes reading easy. The writer demonstrates a strong grasp of standard writing conventions, including spelling, punctuation, word usage, and uses this ability to enhance the paper's readability.	Although the language used does convey the message, it is quite ordinary and often contains overused or 'generic' words and phrases. The writing lacks detail and precision, and although understandable, the language rarely captures the reader's attention. Sentences are more mechanical than fluid, and occasional awkward construction forces the reader to slow down and reread sentences. The writer shows good control over simple sentences, but struggles with complex syntax. Some problems with word usage and grammar are present.	The writer struggles with a limited vocabulary and is unable to convey meaning. Words seem imprecise, inadequate, or just plain wrong. Often the language is so vague, abstract, or redundant that only the broadest, most general messages are conveyed. Numerous errors in usage, sentence structure, spelling or punctuation repeated distract the reader. Irregular sentence patterns make the text difficult to follow. Many sentences seem disjointed, or awkward. Spelling and basic punctuation is often incorrect.

### Academic Policies:

Please refer to the Eastern University graduate catalog for information related to school policies governing academic matters.

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### Internet Resources

The following list of internet resources is a collection of some of the best websites for networks of religious organizations and 'hubs' for missiological research.

ACT International. A global alliance of churches organized for the purpose of poverty alleviation. [http://www.act-intl.org/act\\_what\\_is.html](http://www.act-intl.org/act_what_is.html)

Association of Christian Economists. This website contains the conference papers for a gathering of Christian economists and development practitioners from 2003. [http://www.gordon.edu/ACE/aceNews\\_program.html](http://www.gordon.edu/ACE/aceNews_program.html).

The Micah Challenge. Website to mobilize Christians to support the Millennium Development Goals. The Micah Challenge is the result of collaboration between the World Evangelical Alliance and the Micah Network. <http://micahchallenge.org/home/intro.asp>



The Millennium Campaign. Website to mobilize world support for achieving the Millennium Development Goals. The following link describes work faith-based organizations are doing to support the Millennium Campaign.

<http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=260481>

A helpful internet 'hub' for missiological research. <http://www.mislinks.org>.

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[http://www.diiis.dk/graphics/CDR\\_Publications/cdr\\_publications/library\\_paper/lp-98-1.htm](http://www.diiis.dk/graphics/CDR_Publications/cdr_publications/library_paper/lp-98-1.htm)

Ryan, William F. 1995. *Culture, Spirituality, and Economic Development: Opening a Dialogue*. International Development and Research Center. Available free online at [http://idrc.org/en/cv-9384-201-1-DO\\_TOPIC.html](http://idrc.org/en/cv-9384-201-1-DO_TOPIC.html). Many other online books are also available at the IDRC's website. The IDRC is a Crown corporation related to the Canadian government. The publication is the result of an extensive number of interviews with leaders in development and religion around the world.

World Christian Database. <http://www.worldchristiandatabase.org>. This database provides access to an enormous amount of information about religious affiliation, evangelization trends, and other data of interest to missiologists and Christian development workers. At the time of writing, however, Eastern University's Warner Library had not yet purchased a subscription to the database.

A 'hub' of information on Christian world mission. <http://www.strategicnetwork.org>. Included on this website is a searchable database of online, full-text, articles on a whole host of topics related to Christian mission. For a subscription rate of \$20 (U.S. dollars) persons can access 'premium' content areas that include the articles from the International Bulletin of Missionary Research and other journals.

World Faiths Development Dialogue. <http://www.wfdd.org.uk> An organization established to 'enhance the contributions of faith communities (especially at the grassroots and among the poorest) to poverty eradication and improved development policies and practice...' Several articles pertaining to religion and development are available through this website.

### Academic Policies

The following is not intended as a comprehensive restatement of the academic policies and procedures of the Campolo College of Graduate and Professional Studies. Some material is excerpted from longer statements printed in the CCGPS Catalog and the Catalog includes policies not noted here. The student and instructor are referred to the Catalog for college-wide policies and to Student and Instructor Handbooks of the programs or departments in which this course is offered for supplements or context-specific definitions of those college-wide policies.

- 1. Student Disability Policy:** Students with documented disabilities are encouraged to work with the Center for Counseling and Academic Support (610-341-5837) to submit a written request for accommodations specific to this course. To receive accommodations, the professor/instructor must receive a written request from CCAS. A student must update accommodations requests with CCAS prior to each academic session.

2. **Copies of Course Assignments:** Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.
3. **Academic Dishonesty:** The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. The definition of academic dishonesty and its penalties are defined and articulated in the CCGPS Catalog.
4. **Emergency and Crisis Information:** In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Campus Security at 610-341-1737 for emergencies on the St. Davids campus or building security or local police at other locations.
5. **Inclement Weather:** Decisions to cancel class due to inclement weather will be made by 3:30 p.m. on a weekday and 6:00 a.m. on Saturdays. Use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, CCGPS or departmental attendance policies will apply. If the University is closed or classes are delayed due to inclement weather, there are two convenient ways for you to stay informed:
  - The CCGPS Information Bulletin Board. Please call the voice mail system at 610-225-5055; once you hear “Repartee Messaging System,” dial 2834 and the recorded message will begin. (For those making long distance calls, please feel free to dial 1-800-732-7669; at the menu, dial 2834.)
  - The Eastern University Website: School closing information can be seen at [www.eastern.edu](http://www.eastern.edu) by clicking on “School Closing Info” under the “EU Quick Links” drop-down menu at the top of the page.
  - Radio: A radio announcement will be made on KYW news radio, 1060 AM (our school closing number—1207—is listed in Delaware County) and on WARM 103 FM (in Central Pennsylvania).

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